

## **Chapter 1: Introduction**

This chapter introduces the basic consideration of the research, followed by the research question, aim of the research, the significance of research, and the scope of the research. It begins with basic consideration.

### **Basic Consideration**

English is a foreign language subject that has been taught at schools in Indonesia since the Independence of Indonesia in 1945 (Lie, 2007, p.4). According to Poedjiastutie, Akhyar, Hidayanti, and Gasmi (2018, p.177), “Indonesia has then changed its high school curriculum eleven times over seventy years. In spite of this, curriculums have unfortunately failed to improve the level of English proficiencies of the learners to some extent. Those were, 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004, 2006, and 2013 curriculum”. It means that English has become part of the curriculum and experienced the changes of curriculum in Indonesia. Hence, this language becomes a compulsory subject. As stated by Mattarima and Hamdan (2011, p.101), English is a compulsory subject that is taught at school. In addition, they stated that the Department of National Education of the Republic of Indonesia confirmed the English curriculum as a part of school based-curriculum that has been implemented recently from elementary to high school in Indonesia. In the curriculum of 2013, English is not taught in elementary school (Putra, 2014, p.65). Meanwhile, in senior high school, this language is taught once in a week and it takes two to three hours for every meeting.

The objective of teaching English is to develop the students' English language system. For students, the purpose of learning English is to communicate in English and to write fluently in accordance with a given social context (Depdiknas, 2003). However, the purpose of teaching is not adequately achieved. It can be seen from the dissimilar outcome of teaching English from every year. For instance, the outcome of English subject in senior high school is in language class from 2015 to 2019. In 2015, the grade was 58.05, which is considered to be good because the calculation showed 60 out of 100 percents. In 2016, the grade was 44.94, which is considered to be bad because the grade went down from 58.05 to 44.94. In 2017, the grade was 46.45, which is considered to be fairly well because there was an increase grade from 44.94 to 46.45. In 2018, the grade was 47.49, which is considered to be well enough because it was increased from 46.45 to 47.49. In 2019, the grade was 49.13, which is better than the previous grade because the calculation showed 50 out of 100 percents (Kemendikbud, 2018). This claim proves that, based on the result of the grade of English subject, the purpose of teaching English had not been achieved maximally from 2015 to 2019. It is influenced by some factors of teaching and learning in school in Indonesia. Yuwono (2005) as cited in Sulistiyo (2016, p.5) claimed that the frequently revised curriculum apparently does not consider some factors, such as teachers' qualifications, teachers' time availability, the number of students per class, and the availability of resources and facilities. Furthermore, it is also said that the curriculum does not provide strategies and alternatives to address problems related to English language teaching. These factors significantly affect the success

of teaching and learning English in Indonesia school and the students' outcome in English. Mbato (2013) also pointed that there are three reasons for the limited effectiveness of EFL learning and teaching. First, EFL learning mostly occurs in the classroom context, with English learners having limited exposure to English for communicative purposes. Second, the only source of learning is from the teachers and learning materials provided in the class. Third, students learn English because it is only a compulsory part of the school curriculum, which subsequently made the students may not be motivated to learn it.

Out of all issues that may have been confronted by the teacher, one of the issues that arise in teaching English is the challenges. Many people have been reviewing English Language Teaching (ELT) and discover considerable amounts of problems in teaching English. Some of those are limited facilities of teaching, limited time in teaching, unfamiliar with IT, students' less motivation to study, students' low English exposure, and large class size. Additionally, teachers face various types of challenges during the teaching process, such as in teaching English writing.

Writing is considered as an important skill. This statement is further supported by the law in article 23, 2006. It says that the goal of teaching English writing is students are able to express the meaning in the interpersonal and transactional discourse, in the form of recounts, narrative, procedure, descriptive, news item, report, analytical exposition, spoof, explanation, discussion, and review in the context of everyday life (Kemendiknas, 2006). It implies that students are expected to write any kinds of the given text. Thus, English teacher is

required to provide assistance to increase students' ability in putting their ideas and opinion into written form in order to achieve the goal of teaching that has been stated before.

There are numbers of studies that had been conducted in order to examine the challenges in teaching English. One of those studies is from Songbatumis (2017) who conducted a study about English teacher challenges in teaching English in Taliwang, Indonesia. The study found that the challenge in teaching in the classroom comes from the students, teachers, and schools' facilities. Another study was conducted by Abid (2015) who investigated English lecturers' voices in teaching oral communication in EFL classrooms in Indonesia. The result of this study showed that teachers do face challenges. Those challenges include ineffective management classroom, time spent for other roles, and inadequate teaching facilities. Aside from those two studies, Hidayanti (2018) also conducted a study about teacher challenges in teaching English writing in east Java, Indonesia. The result of this research indicated the challenges are related to two factors, internal factor and external factor. Internal factors include linguistic competence, native language interference, motivation and reading habits of the learner; and external factors include class condition, aids available for teaching and the availability of time. However, none of those studies focused on examining high school English teacher challenges in teaching English writing skills, especially in the context of English as a foreign language, such as in Indonesia. Therefore, this research seeks to complete the existing literature.

**Research Question**

Teacher is a facilitator in teaching in the classroom and one should teach the students to help them in understanding the given materials. Teacher should also help them by giving the chances to develop their ability based on the materials that have been given by the teacher. This indicates that the teacher should help the students by making them more active in the classroom, especially in teaching English writing.

In other words, interaction between the teacher and the students is a must. However, there are some teachers who find challenges in teaching English writing. Therefore, this research asks one research question, which is, “what are the challenges experienced by Indonesian English teachers in teaching English Writing skills at VHS in Gorontalo, Indonesia?”

**Aim of the Research**

The aim of this research is to identify the challenges experienced by Indonesian English teachers in teaching English writing skills at VHS in Gorontalo, Indonesia. It also investigates the challenges which include both positive and negative aspects.

**Significance of Research**

This research is expected to provide significant contributions for the school, researcher and further researcher. For school, this research could help teachers to overcome potential challenges by showing the challenges of some English teacher in teaching. Overcoming the challenges might trigger the improvement in process of teaching and learning. Moreover, as an extra perk of overcoming the

challenges, the school would make a good impression in the society. For researcher, this research could be a reference for the researcher themselves in teaching in the future. The last, for future research, this research could become a reference for those who want to conduct research in the similar field of study.

### **Scope and Delimitation of the Research**

The scope of this research is the challenges that are experienced by the senior high school English teacher in teaching English writing skills at VHS in Gorontalo.

This research concerned with the challenges experienced by English language teacher of VHS in Gorontalo during the process of giving materials, which focused on writing skills in the classroom.

### **Organization of Thesis**

This study is divided into five chapters. Following this part, is present basic consideration, research question, aim of research, and significance of the research. Chapter 2 describes literature review which contains English language teaching in Indonesia, teaching English writing skills, challenges in teaching English writing, teachers' competence and skills, English teaching in VHS Gorontalo, and some previous studies. Chapter 3 outlines the methodology of the research which explains how the research was conducted, it includes research design, technique to take the relevant data and how the data analyzed. Chapter 4 establish the result of the study, begins with the data findings with the explanation of every theme in finding itself and then discussion. Lastly, Chapter 5 provides summary of this study including the conclusion of the research drawn from the research and the implication where the researcher suggests several ideas for related future work.